

## PREFACE

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the part of educators, but of parents and more especially of sport promoters, makes it important to present a body of "principles," upon which some general agreement may be reached, at least in regard to the main issues, and which may aid in clarifying the thinking on the subject.

In discussing the philosophy of principles and their application to physical education Jesse F. Williams<sup>1</sup> says:

"Principles, then, are fundamental beliefs based upon facts. They are used as guides in forming judgments and determining actions. . . . An opinion or belief that exercises a directing influence on selection of subject matter or procedure in teaching is a principle. . . . Principles are essential for physical education, but it is vital that they be founded on facts as far as facts are available. At times, principles are established so clearly that they seem irrefutable and come in time to have the sanction of natural law, as the law of gravitation. At other times, there may be lacking all the facts that are desired and yet the validity of those available is so high that they serve as the basis, at least tentatively, of principles."

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<sup>1</sup> From Jesse F. Williams, *The Principles of Physical Education*, by permission of W. B. Saunders Company, 1928, pp. 24-28.



Probably the Platform of the Women's Division of the National Amateur Athletic Federation is the nearest approach to a set of principles for girls' athletic activities which has been prepared. In "Education Through Physical Education," Agnes R. Wayman<sup>1</sup> devotes a section to the subject of principles. Elizabeth Burchenal<sup>2</sup> in her article, "A Constructive Program of Athletics for School Girls," gives an outline of principles or policies. The resolutions concerning Inter-Institutional Competition of Girls recommended by the National Committee on Women's Athletics of the American Physical Education Association in 1923, are in effect principles. The demand which the Platform of the Women's Division, National Amateur Athletic Federation, has had, not only from all over the United States and Canada, but from several foreign countries as well, and its endorsement by over six hundred leading organizations and individuals, points to a uni-

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<sup>1</sup> Agnes R. Wayman, *Education Through Physical Education*, Philadelphia: Lea & Febiger, 1928, p. 170.

<sup>2</sup> Elizabeth Burchenal, "A Constructive Program of Athletics for School Girls," *American Physical Education Review*, XXIV (May, 1919), pp. 272-279.



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versal need of a body of principles of this kind.

The personal interest of the writer, covering many years' time, may be referred to as the foundation method for this study. Without this background, the present task would have been insuperable. The immediate methods have included reading, informal interviews, and correspondence.

In all cases, the date of the first publication of the materials used was considered, and very few references have been included which were not of recent date. There is probably no aspect of human life which has undergone so great a change in the last twenty-five years as that of the education and the social status of the girl. Considering also the progress in the use of scientific methods of study in the same period of time, an idea will be gained of the instability of suitable references on the problem. It was also necessary to make a selection of those writers who seemed to be more generally accepted as good authorities. Some attempt has been made to judge an author as unreliable when he has unquestionably written or talked for popular interest.



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FLORENCE A. SOMERS.



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